

# ***CALIFORNIA SCHOOLS***

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# CALIFORNIA SCHOOLS

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ROY E. SIMPSON

Superintendent of Public Instruction

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and Publications

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## EDUCATION AND THE AIR AGE\*

MAJOR GENERAL FRED L. ANDERSON, JR., Assistant Chief of Air Staff,  
Personnel Headquarters Army Air Forces, Washington, D. C.

The State of California is without doubt in the forefront in education. Its acceptance of new ideas in learning and results of progress have kept the state in this educational position. It is gratifying to see the active participation of the state in the providing of funds to the Civil Air Patrol for air education in this period, while educational programs of our public schools become geared to the new air age.

Air power and the atomic bomb have made the greatest impact on civilization that man has ever known. The release of atomic energy is man's most significant conquest since the discovery of fire. The use of air power in this last war proved that science has unlimited capacity to increase man's power of mass destruction. These new capacities of man initiate a new cycle in history. Education in both becomes a national necessity. Our subject is air power.

In retrospect, we see the two world wars as periods of armed hostilities in a vast political, social, and economic struggle. Weapons, used by soldiers in war, seem to decide only which nations are destined to survive until the next war. Treaties, made by statesmen, determine some of the political strategy, and some of the rules. But the conflict of ideas continues between nations, and within each nation, including our own. The final determinant of survival will be the social fitness of any nation to make the transition from the agrarian to the true technical age.

Never was world society in such a flux. Never was the pace of historical change so rapid. Established institutions everywhere are being tested for fitness to survive. The only constant factors seem to be human nature and the physical laws of the universe. These alone are immutable.

Our own fitness to survive, as a nation, depends in the first instance on security by means of the most advanced weapons. But the two world wars are proof that weapons alone are not enough. We need a new idea, a new directive, to control the forces of the transition.

A new idea should have three qualities: First, it must have dynamic novelty to spark the imagination; something never tried before. It must overcome the entrenched opposition. Second, it must be feasible of fulfillment, by new means either available or potential. Third, it must promise overwhelming capacity to alter the course of history.

\* Address before Annual Conference of California City, County, and District Superintendents of Schools, Coronado, California, October 3, 1946.

To illustrate these social dynamics we must go back nearly 500 years to the previous great transition, to the time of Christopher Columbus.

First, Columbus did have an idea of dynamic novelty. It was: Sail west, and you arrive in the Orient. The opposition rested on geographical ignorance, dread of the unknown ocean, and the inertia of those vested with what passed for knowledge. He had to spend seventeen years of frustration before he was allowed to prove his idea. His victory was moral—the victory of a dynamic concept over the dead hand of accepted knowledge.

Second, he also had new means: the magnetic needle, or compass, and the quadrant to determine latitude.

Third, his idea had the capacity to change the course of history. He lengthened the reach of man. He extended the second dimension to the sea. He initiated a new power of movement, whereby European civilization was able to expand overseas into the rich vacancy of the new world.

That achievement drew the line between the shore-bound Middle Ages and the modern period. Those great nations able to use the new medium went on to fortune. Those great nations which did not, or could not, take to the sea, lapsed into a historic time-lag. The last four centuries have been dominated by the influence of the sea. The sea made the modern world.

Of course, there were other forces at work in that previous transition. But Columbus supplied the spark.

The end product of the Columbus idea is our American political democracy, as we know it today. We take it for granted. But it once had dynamic novelty. Here was created something never tried before—a social system of equal right to opportunity, based on faith in the common man. Here were space and natural abundance for the experiment. Here was a new frontier, unhampered by traditions. Here came millions of immigrants, bringing energy and skill, lured by the magic call of freedom. This combination developed a national genius for invention and mass production. It won for America the technical supremacy of the world. We have something; we have the basis for a new idea.

Without asserting the validity of historical examples we do see a parallel, being assured that human nature and the physical laws of the universe remain constant.

In the previous transition man extended the second dimension. He became seaborne, thus starting a new era. In the present transition he moves into the third dimension. He is airborne. The lengthened reach, and the increased speed, alter his concepts of space and time. He has a new capacity to shape his destiny.

That applies to us in this way. We know what we want. We want to preserve our freedom, while adapting our political democracy to the dictates of scientific and economic development. We want our country to make the transition by evolution, not by revolution, nor as a result forced by a third World War.

I suggest, first, America has a new idea, not yet fully formed. It points to a new capacity for social fitness. America can become a streamlined, technical democracy. The idea of Columbus was to sail west to the Orient. That was the beginning of an age destined to be dominated by the sea. Our idea is to fly everywhere. The age ahead is destined to be dominated by the air.

I suggest, second, America has the means. Air power and radio are available, and have unmeasured potentials.

Air power arrived on the stage of history in this last war. Its strategic concept proved decisive. It was able to reach over the traditional line of war during surface hostilities, and to destroy the enemy's sources of war power. That had never been done before. It was an unseen campaign. Later the surface forces saw the effects.

Guided missiles also are being developed for the offensive-defense purpose of war. But the airplane and radio are more than equipment for national security. They are instruments of historical evolution, on a world scale.

So, I suggest, third, that air power, plus radio, can change the course of history if properly developed and directed to constructive ends.

Air power is peace power. It alone has the speed and reach to maintain peace through international decision. It alone can get to the spot in time to prevent local incidents from growing into major war.

Air power, plus radio, can facilitate the free exchange of peoples and ideas, the lack of which is the main cause for war.

As seapower, the seaborne commerce, opened the ports on the fringes of the world, so will air power draw these distributing points together by air. At the same time it will unlock the land masses of the continents. Airborne commerce is but in its infancy. Wherever the air is free, the airplane will go, with the radio.

The habitats of civilized men will be extended into areas previously inaccessible—in the Far North, in the interior of Asia, of Central and South America, and of Africa. As a civilizer the airplane succeeds the ship, the covered wagon, the railroad, and to some extent, the automobile. It is the supreme distributor. Its use will break down political barriers in time. It will be the arbiter of human affairs.

The nation which develops air power as its main instrument will be on the way to social fitness necessary to carry its identity through the transition period.

To fulfill this concept of the history-changing role of air power, America must maintain an Air Force-in-Being. That air force must operate the nation's most advanced proving stations for the latest air equipment. Its personnel must have intellectual gifts to keep abreast of science. They must live by and for the air, as men once lived by and for the sea. So long as there are oceans, there will be ships. So long as there is air, there will be airplanes.

For these reasons we believe that education in air power is education for the new era, and education for peace. Peace belongs only to the strong. Strength to be effective, must be Strength-in-Being. Lightning-like surprises through the air are possible.

Essential to Strength-in-Being is strength through education. That requires an educational system which is as flexible as the instruments which dominate the age—adaptable to the new forms of power, to new techniques. Moreover, it must be education which is constantly as fresh as tomorrow, in an evolving world situation.

We, in the Air Force, have realized that our own education must be geared to a global concept of war and peace. It is not enough for airmen to be technicians. They must be versed in human affairs; they must understand the political, social, and economic aspects of nations. They must be educated up to the standard required by the history-changing role of air power.

To that end we have established the Air University, which officially opened its doors on September 3 this year.

The keynote of the Air University is high level education in air power of the future. That means a break-away from traditions and former military concepts. Modern wars are fought by entire populations. Civilian collaboration is necessary.

There is a Visitor's Board of distinguished educators who give guidance on methods. Their first report is a notable document that should interest all scholars concerned with the future of our country.

Also there are civilian instructors in addition to the military staff. Visiting civilian lecturers will keep the Air University in touch with the latest laboratory and other documents. In this way we hope to insure continuity of the civilian-military liaison which proved so beneficial during time of war. This method should unite the talent of the country for its defense, on a scale never attempted before in time of peace.

Air power requires curricula of its own which will strike a balance between general and technical education. Airmen must be inspired to original thought in order to anticipate problems before they arise. But also they must see through to the predicates in world affairs of the application of air power. Student Air Officers are being prepared for great responsibilities.

The Air University has clustered at, or near, its headquarters at Maxwell Field, Alabama, four of its five constituent schools. The five schools are:

1. Air War College, the highest echelon, nine months course, present enrollment 56; eventual enrollment 300
2. Air Command and Staff School, nine months course, present enrollment 103; eventual enrollment 1,000
3. Air Tactical School, three months course, turnover 1,500 a year, eventual turnover 3,000 a year
4. Special Staff School, three months course, turnover 1,200 a year; eventual turnover 3,000 a year
5. The Aviation Medicine School is at Randolph Field, Texas; present enrollment 100

In addition, the Air University has training supervision over the Air Institute of Technology at Wright Field, Dayton, Ohio; enrollment 300.

It is an ambitious project, a complex of higher education in air power scarcely considered possible before this last war.

In the words of General Fairchild, Commanding General of the Air University, in making his opening address, September 3, 1946, "Should the Air University succeed in educating and producing such planners and future leaders that they may design an Air Force so adequate that it need *never* be used, we shall have completely fulfilled our mission."

To that we might add that education in air power is America's national self-interest, down to the grade schools. We have been singled out by destiny to be the air-faring people. The air is our new frontier. The more we know about the air, the easier will be our evolution into the great air age of tomorrow.

We must proceed through education to a new national concept of the world in the air age. In 1942 a leading geographer said, "A nation today that cannot think ideas which are historical, geographical, and aeronautical is not only backward, it is dangerously unprotected."

And so in that interim period, while we gain our stature through education and expansion of basic truths, we must rely upon our national strength in mediums dictated by scientific and technical advancements. In short, *air power for peace power.*



## SCHOOL SITES IN NEW SUBDIVISIONS

CHARLES W. BURSCH, Chief, Division of Schoolhouse Planning

A problem of major importance in a number of California school districts is that of securing adequate, well-located sites in areas being newly taken over for subdivision into residence lots. Throughout wartime activity in establishment of subdivisions and in many current situations in tracts being subdivided for veterans housing, the problem of providing school facilities and service has been overlooked by governmental authorities, by planning groups, and by subdividers. This neglect has resulted in the occupation of subdivisions long before school facilities are available; and further, and perhaps more important, is the fact that in many instances adequate, well-located school sites are no longer available because they have already been occupied by dwellings.

An essential element in remedying this situation is that arrangements be made for the governing board of the school district to meet with the subdividers and the planning commission, or other civil body having jurisdiction over subdivisions, for discussion of school services for the occupants of a proposed subdivision *before the subdivision is approved*.

The Regional Planning Commission of the County of Los Angeles, in co-operation with the office of the county superintendent of schools and the Division of Schoolhouse Planning of the State Department of Education, has adopted a procedure which seems to meet the need described above. Briefly stated, the procedure consists of three steps:

1. The planning commission (the governmental body to which subdivision plans are first presented) assumes definite responsibility for informing the governing board of the school district concerned regarding what is proposed.
2. The governing board determines promptly whether or not the proposed subdivision makes necessary the acquisition of land for school sites, and if so, where and how much.
3. The planning commission then participates actively with the school district officials in arranging for the acquisition of the property needed for school sites.

Three form letters used in carrying out the Los Angeles County procedure just described are reproduced on the following pages. It is hoped that planning commissions and educational authorities in other parts of the state will work out similar procedures.



November, 1946)

CALIFORNIA SCHOOLS

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COUNTY OF LOS ANGELES  
THE REGIONAL PLANNING COMMISSION

Date-----

TO: ALL DIVISIONS AND SECTION HEADS

FROM: A. H. ADAMS, ACTING CHIEF ENGINEER

RE: Procedure for the Notification of School Districts  
Tentative Tract Maps

1. An additional copy of the Tentative Tract Map and owner's statement shall be secured by the Subdivision Section and sent to the Advance Planning Division upon receipt by the Subdivision Section.

(WORK TO BE DONE BY THE COMMUNITY DESIGN SECTION)

2. Check for School District's Name, Superintendent's address, etc.
3. Instruct secretary on filling out mimeographed transmittal form, and mail to school superintendent, enclose duplicate reply forms.
4. Keep a chronological file. Check in 15 days for reply from the school district. If no reply has been received at this time contact school district and determine *why*.
5. Supply the Subdivision Section immediately with one copy of reply and any planned development; proceed accordingly:

Subdivision Section  
Community Design Section  
School District representative and Subdivider  
Negotiate for site, if any

6. When the matter is closed, file appropriately in the central file and subdivision section tract files.
  1. Site acquisition file
  2. Correspondence file

COUNTY OF LOS ANGELES  
THE REGIONAL PLANNING COMMISSION

Date-----

Board of Education  
District  
Address

Attention: Superintendent of School District

Subject: Tentative Subdivision Tract Number -----

Gentlemen:

The Regional Planning Commission now has under consideration Tentative Subdivision Tract Number ----- This tentative tract is within your school district, located ----- A copy of the tentative tract map is enclosed.

Under Section 6 of the Subdivision Map Act, Statutes of 1937, Chapter 670, the Regional Planning Commission has 30 days in which to make any necessary revisions to the subdivider's proposals.

We are notifying you at this time so that if a new school site or an addition to an existing site is necessary in this general area, appropriate action shall be taken by you. If the acquisition is within this tentative subdivision tract, immediate action must be taken by you; the Regional Planning Commission cannot negotiate for you in any case.

The subdivider proposes \_\_\_\_\_ single family residences and \_\_\_\_\_ multiple dwellings and the final tentative tract recommendations will be made on or before \_\_\_\_\_.

Kindly acknowledge receipt of this transmittal and submit the enclosed reply form in duplicate to the address given. If you have any recommendations to make please attach them to the reply form.

Yours very truly,

THE REGIONAL PLANNING COMMISSION

TO: The Regional Planning Commission  
205 South Broadway  
Los Angeles 12, California

Attention: Community Design Section

From: \_\_\_\_\_ School District \_\_\_\_\_ Date

Subject: TENTATIVE SUBDIVISION TRACT NUMBER \_\_\_\_\_

Gentlemen:

We have examined Tentative Subdivision Tract Number \_\_\_\_\_.

We (would) (would not) be interested in a site within the limits of this subdivision.

This development (is) (is not) going to necessitate a new school site in this area or an addition to our \_\_\_\_\_ School.

Very truly yours,

\_\_\_\_\_ Superintendent

\_\_\_\_\_ School District

## DEPARTMENTAL COMMUNICATIONS

### OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, Superintendent

#### LEAVE OF ABSENCE

Miss Helen Heffernan, for 21 years Chief of the Division of Elementary Education, has been selected by the War Department and the U. S. Office of Education as Elementary Schools Officer on the Headquarters Staff of General Douglas MacArthur in Tokyo. Miss Heffernan is eminently fitted for this honor. Her leadership in elementary education in California and in the nation has earned for her international recognition. Her career has included active participation in state and national professional organizations, service on editorial boards of professional publications, and in policy-forming groups for many years. She is a prolific writer of educational articles and textbooks. The State Department of Education has granted her a one-year leave of absence for her duties in the department.

Miss Heffernan left the United States by air from the Fairfield-Suisun base on October 26 for Tokyo.

#### APPOINTMENTS TO STAFF

##### DIVISION OF ELEMENTARY EDUCATION

Mr. Bernard J. Lonsdale has been selected as Acting Chief of the Division of Elementary Education during the absence of Miss Helen Heffernan with the War Department in Japan.

Mr. Lonsdale has had an outstanding career in education, having been a teacher in rural and urban schools in Riverside and Los Angeles counties and course-of-study assistant, supervisor of instruction, and curriculum co-ordinator in Los Angeles County. He has been a member of the faculty of the School of Education at the University of California in Berkeley for the past three summers, most recently as supervisor of junior high and elementary education. Mr. Lonsdale holds the master's degree from the University of Southern California. He has been active in educational circles in California and served as President of the California School Supervisors Association from 1941 to 1943.

## OFFICE OF ADMINISTRATIVE ADVISER

Bryte M. Peterson was appointed Assistant Administrative Adviser effective August 22, 1946. Mr. Peterson is a graduate of the University of California and Boalt Hall of Law. He was admitted to the State Bar of California in 1940 and has since been engaged in the private practice of law, except for three years during which he served in the armed forces of the United States. Mr. Peterson's headquarters are in the Library and Courts Building, Sacramento 14, with Alfred E. Lentz, Administrative Adviser.

## DIVISION OF CREDENTIALS

Ruth Hendrickson was appointed Assistant Credentials Technician effective August 26, 1946. Mrs. Hendrickson is a graduate of Intermountain College, Helena, Montana. She has been employed by the State Department of Public Health since 1929, most recently as supervising clerk in the Bureau of Maternal and Child Health.

## STATE EDUCATIONAL AGENCY FOR SURPLUS PROPERTY

Robert E. Gilbert, formerly Assistant Supervisor of Veterans Services in the Oakland Public Schools, has been appointed to the position of Assistant Surplus War Property Agent. Mr. Gilbert has charge of the Bay region office of the agency, which has recently been moved from San Francisco to a new location at 7425 San Leandro Street, Oakland.

## SCHOOL LUNCH PROGRAM

The State Department of Education has been designated by Governor Warren to administer, in co-operation with the U. S. Department of Agriculture, a state-wide school lunch program in California under the National School Lunch Act signed by the President on June 4, 1946. This act provides financial assistance to the states in the establishment, maintenance, operation, and expansion of the school lunch program for children attending public or non-profit private schools of high school grade or under. The Act does not provide financial aid for child care centers.

This financial assistance is available where needed for the purpose of assisting schools to provide a well-balanced lunch at a cost within the means of the children able to pay, and to assist program sponsors in providing lunches at a price below cost or without charge for children of limited means. Many schools provide adequate and well-balanced lunches, but the price charged is more than many parents, particularly those with several children attending school, can afford to pay. Some

schools serve lunches within the ability of children to pay, but the lunches are inadequate nutritionally and prices would necessarily be raised if a better meal were provided. Other schools operate only on the cafeteria plan, and do not serve any plate lunches, with the result that children do not select a well-balanced meal. And still other schools do not serve any type of lunch whatsoever. This program can be helpful in each of these situations.

Under the National School Lunch Act, federal funds will be apportioned among the states according to the number of children enrolled in school and the per capita income of the state. The law requires that federal funds accepted be matched dollar for dollar by funds from within the state until June 30, 1951. Beginning July 1, 1951, the state contribution will be increased. Payment by the children for lunches and contributions made specifically to the school lunch program by local agencies comprise the state's contribution.

John Park Puffinbarger, Commander, U. S. N. R., was appointed Supervisor of Special Financial Services to Schools and was assigned to the School Lunch Program, effective September 6, 1946. Mr. Puffinbarger is a graduate of Kansas State Teachers College, Pittsburg, Kansas, and of the University of Oklahoma from which he received the M.Ed. degree. His experience includes eight years as principal and six years as superintendent of schools in Kansas and Oklahoma, two years on the faculty of a teachers college, and five years on the staff of the School of Education at the University of Nevada. He is now on terminal leave after four years service in the Navy as Regional Liaison Officer between 67 naval establishments and the Selective Service System.

Forms for administration of the program have been drawn up in consultation with representatives of the U. S. Department of Agriculture and are already in use. The State Department of Education has established offices for administration of the program by Mr. Puffinbarger and his staff on the second floor of the Administration Building at the State Fair Grounds, Sacramento 17.

## **DIVISION OF TEXTBOOKS AND PUBLICATIONS**

IVAN R. WATERMAN, Chief

### **NEW PUBLICATIONS**

#### **PUBLICATIONS FOR APPRENTICES**

The State Department of Education has embarked upon the publication of a series of text materials being developed by the Instructional Materials Laboratory of the Bureau of Trade and Industrial Education for the use of veterans in apprentice training classes. Initiation of this

program has been made possible by a special appropriation of funds by the California Legislature in February, 1946.

The title of the first publication in the series is *Course in Carpentry—First Year: Foundations and Framing*. This is a workbook containing 82 study and laboratory assignments. It will be accompanied by a testbook containing objective-type tests and problems for each assignment, a final examination, and a progress chart for recording each student's work as he advances in the course. The workbook includes a bibliography in which the books required for each apprentice are listed, as well as a general list of books for the classroom library.

The apprentice period for carpentry is four years in length. Workbooks and testbooks are in preparation for each of the other years. When complete, the four-year course in carpentry will require four workbooks, four testbooks, four final examinations, and four progress charts. In addition, a guide for teachers is also in preparation which will contain information about the objectives of apprentice training and will outline the use of these new instructional materials.

Apprentice training materials are needed in a number of occupations. The series in carpentry is being given first consideration because of the importance of this trade in building construction. The State Department of Education has scheduled for early publication the required instructional materials in auto mechanics, machine shop, sheet metal, plumbing, painting and decorating, boilermaking, and industrial electricity.

The sum allocated to the Bureau of Trade and Industrial Education for this work is insufficient to cover the cost of publishing the materials for the first eight occupations. For this reason a charge must be made for the books to cover their cost. The workbook and testbook are available to schools and other interested persons or organizations at a cost of 50 cents each. When ready, the progress charts and teachers guides will be available at cost. Orders in California must include the state sales tax, and all orders except those from public agencies and school districts should be accompanied by remittances. Orders should be sent to the Division of Textbooks and Publications, California State Department of Education, Sacramento 14.

*List of High School Textbooks.* Bulletin of the California State Department of Education, Vol. XV, No. 2, September, 1946. Pp. xviii + 62.

This bulletin is compiled and distributed annually in accordance with the state law which provides that a list shall be published of all books officially filed by publishers with the California State Department of Education for use in high schools.



Copies of the bulletin have been sent to county and city superintendents of schools and high school principals, to the clerk of the governing board of each high school district, and to each publisher whose books are listed. Additional copies may be obtained free on request to the Division of Textbooks and Publications.

*Directory of California Superintendents of Schools.* Bulletin of the California State Department of Education, Vol. XV, No. 3, October, 1946. Pp. vi + 36.

This directory is prepared by the Division of Research and Statistics of the California State Department of Education and published annually. It contains directories of county, city, and district superintendents of schools in California as well as a directory of members of the administrative staff of the Department. A new feature this year is an alphabetical index of the names of individuals appearing in the various lists.

Copies of the bulletin are sent to all superintendents of schools in California and to a selected list of school officials and school organizations. The price to others is 15 cents plus sales tax on California orders. Requests and orders should be sent to the Division of Textbooks and Publications.

## DIVISION OF HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION

VERNE S. LANDRETH, Chief

### COMMUNITY HEALTH EDUCATION PROJECT

Funds from the W. K. Kellogg Foundation will provide for the extension and expansion of the California Community Health Education Project conducted during the past two years in the San Joaquin Valley area. In the extension of this program three state colleges in addition to Fresno State College will be included as participating teacher-education institutions. The colleges selected are Chico State College, San Diego State College, and San Francisco State College.

It is proposed that the teacher-education institutions participating in this program will serve as centers for school, public health, and community leaders in the surrounding areas. Additional personnel made available to the colleges through project funds will assist the colleges in surveying and evaluating their own preservice education programs and suggest changes necessary to meet apparent needs.

The central office of the project is being moved to Los Angeles, where Mrs. Cecyl Nelson Havelin will continue as project director under the

general supervision of the Division of Health Education, Physical Education, and Recreation of the State Department of Education. Consultants in health education have been appointed to serve in three of the colleges: Elizabeth Kelley at Fresno State College, Edward Johns at San Diego State College, and Helen Dempster at Chico State College.

## BUREAU OF BUSINESS EDUCATION

IRA W. KIBBY, Chief

### BUSINESS PLANNING INSTITUTE

The Bureau of Business Education has recently distributed a 28-page illustrated *Handbook for the Business Planning Institute of California: A Distributive Education Service to Assist in Community Business Modernization, Reconstruction, Rehabilitation, and Re-employment*. This publication, printed for the Bureau and the Institute sponsors by the University of California Press in June, 1946, presents the objectives of the Institute, outlines the program of meetings, and explains the steps in organizing a Business Planning Institute in a local community.

The Business Planning Institute is a phase of the program of distributive education and is a co-operative undertaking of the Bureau of Business Education of the California State Department of Education, the public schools of California, and business, trade, labor, service, and civic organizations and associations. The major purpose of the Institute is to help retail businessmen to operate and serve the public more efficiently. In assisting business to achieve this goal, the Institute brings information to businessmen on various phases of store modernization and operation. The theme of the series of five Institute meetings is "Modernizing the Store and Its Services."

Included among the topics discussed in the meetings of the Institute are the following: modernizing the store and its services; store lighting, ventilation, heating, air conditioning; effective advertising, sales promotion, display; profitable merchandising control; successful retail selling; techniques of business supervision and sales training; and community business planning. Qualified specialists present information and answer questions on the various topics.

In a number of communities in which the Institute has been held, community co-operative plans have resulted. Block-wide modernization of store exteriors has been planned. As a part of this activity, community committees have had pictures made of the business establishments that are affected and architectural sketches prepared for the modernization of buildings and stores.

Communities which have so far participated are Anaheim, Burbank, Inglewood, Covina, El Monte, Norwalk, Huntington Park, Long Beach, Monrovia, Pasadena, Ontario, Santa Monica, Pomona, Redondo Beach, San Diego, Los Angeles, Tulare, Porterville, Hanford, Visalia, Berkeley, Palo Alto, Burlingame, San Francisco, Monterey, and Santa Cruz.

Copies of the handbook are available to directors of adult education and others who are interested upon request to the Bureau of Business Education, California State Department of Education, Sacramento 14.

## FOR YOUR INFORMATION

### STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at the regular quarterly meeting held at Coronado on October 4 and 5, 1946.

*Appointments to State Curriculum Commission.* The Board approved the appointment by Superintendent of Public Instruction Roy E. Simpson of the following persons to membership on the State Curriculum Commission for terms as indicated:

	<i>Term Expires August 29</i>
Ralph R. Fields, City Superintendent of Schools, San Jose-----	1948
Roy E. Learned, Principal, Washington Elementary School, Sacramento -----	1949

Dr. Fields fills the unexpired term of Albion H. Horrall, deceased. Mr. Learned replaces Ray B. Dean, formerly principal of David Lubin Elementary School, Sacramento, now Assistant Superintendent of Schools, Sacramento.

The Board approved the reappointment of the following members for terms expiring August 29, 1950:

Rubie Burton, teacher, Santa Barbara Senior High School  
C. C. Trillingham, County Superintendent of Schools, Los Angeles County

*Approval of Establishment of Junior Colleges.* The Board, on recommendation of the Superintendent of Public Instruction, approved requests from Newport Harbor Union High School District and Huntington Beach Union High School District for authority to establish and maintain junior colleges under the provisions of Education Code Section 8812.

*Approval of Educational Organization.* In accordance with Education Code Section 4861, the Board approved the following organization as one of those for which memberships for schools may be paid from school district funds during the school year 1946-47:

National Council of State School Boards Associations, Robert Cole, Executive Secretary, First National Bank Building, Springfield, Illinois

### AIDS TO SCHOOL SAVINGS PROGRAM

Several publications recently issued by the Education Section of the U. S. Savings Bonds Division, Treasury Department, are intended to assist school people in the management of the School Savings program.

*School Savings Handbook for School Administrators* (20 pp., 1946) answers questions, outlines the objectives of the program, points out its educational aspects, and lists free teaching aids.

*Teaching Mathematics Through School Savings* (32 pp., 1946), is a study unit written by Irene M. Reid, a member of the School Savings Committee of the National Council of Teachers of Mathematics. It includes information, activities, and problems for junior high school classes in mathematics.

*The School Savings Journal for Classroom Teachers* is issued semi-annually. The Fall, 1946, issue contains a number of articles and studies and a map illustrating important inventions and social developments which may be lifted out of the magazine for use as a classroom poster.

*Blueprint for Tomorrow* is a poster, 18 by 26 inches, emphasizing systematic saving to help students provide for training for their adult vocations.

Copies of these publications are available free on request to the U. S. Savings Bonds Division offices at 745 Monadnock Building, San Francisco 5, or 621 South Spring Street, Los Angeles 14.

## STANDARD SCHOOL BROADCAST FOR 1946-47

The nineteenth annual Standard School Broadcast course in music-enjoyment, presented to the schools of the Far West by the Standard Oil Company of California, began on October 3, 1946, and will continue through April 24, 1947. The weekly half-hour programs are heard in California on Thursday mornings at 10 o'clock, Pacific Standard Time, over six stations: KCRA (Sacramento, 1340 kc.), KERO (Bakersfield, 1230 kc.), KFI (Los Angeles, 640 kc.), KFSD (San Diego, 600 kc.), KMJ (Fresno, 580 kc.), and KPO (San Francisco, 680 kc.). Of the 48 music educators in six western states who compose the advisory board for the Standard School Broadcast, 29 are in California.

The *Teachers Manual* issued each year in connection with this series contains information on each of the 26 programs offered, with brief data about the composer and with suggestions for correlation of materials from the social sciences, literature, art, and English. Many of the illustrations are in color. One copy of this manual is available free to any superintendent, supervisor, principal, teacher, student-teacher, or head of an adult listening group who will use it in connection with the Standard radio programs. Requests for the manual should be addressed to the Standard School Broadcast, San Francisco 20, California.

## UNITED NATIONS POSTER

A United Nations poster, 25 x 38 inches, prepared for display in schools, churches, auditoriums, and other public places, is available free in quantity lots from the Department of Public Services, General Mills, Inc., 400 Fourth Street South, Minneapolis 15, Minnesota. Before publication the poster was carefully checked with the State Department in Washington and with educators. It is intended to stimulate discussion and study and to assist in keeping before the public the vital importance of the principles of the United Nations.

## BULLETIN OF COMMISSION ON SCHOOL DISTRICTS

The headquarters office of the State Commission on School Districts recently issued its *Bulletin Number 1*, the first in a series of newsletters which will provide information on the progress of the program for optional reorganization of school districts by electors. *Bulletin Number 1* contains a summary of progress, statement of policies, charts of organization and procedure, and a regional map. Copies have been sent to public school superintendents and a selected list of educational officials in California. Others can be placed on the mailing list on request to the State Commission on School Districts, Library and Courts Building, Sacramento 14.

## NATIONAL TEACHER EXAMINATIONS

The American Council on Education has recently announced its plans for the eighth annual administration of its National Teacher Examinations. Arrangements are now being made for the establishment of examining centers where the tests will be administered on February 8 and February 15, 1947.

The tests included in the battery are designed to measure the intellectual, academic, and cultural backgrounds of prospective teachers, and to be used in combination with records of experience, academic marks, ratings on various aspects of personality, etc., in the evaluation of an individual's qualifications for teaching. They are intended to be employed, in connection with other criteria, for a number of different purposes, chief of which are: (1) local use by superintendents and boards of education as one means of determining the prospective teacher's suitability; (2) by state departments of education as one means of determining the prospective teacher's qualifications for certification; and (3) by colleges and universities as qualifying examinations and as guidance instruments to provide additional bases for student self-study of individual strengths and weaknesses.



Information about this program can be obtained by addressing David G. Ryans, Associate Director of the National Committee on Teacher Examinations, American Council on Education, 15 Amsterdam Avenue, New York 23, N. Y.

## CENTENNIAL CELEBRATIONS

*Centennial Celebrations, 1946-1950*, a 16-page illustrated pamphlet published in July, 1946, by the California State Chamber of Commerce, contains suggestions for community programs for centennial celebrations now imminent in California. The pamphlet presents ideas for programs and promotional activities, plans for the organization of county and community committees, and a partial list of historical events in California from 1846 to 1850.

Comprehensive plans have been made for the celebrations. A member of the board of supervisors in each county has been selected to head the county committees. Other organizations are providing leadership in the historical phases of the program.

Requests for copies of the pamphlet and for additional information may be addressed to the California State Chamber of Commerce at San Francisco, Los Angeles, Sacramento, Stockton, Santa Rosa, or Fresno.

## GEOGRAPHIC SCHOOL BULLETINS

The National Geographic Society resumed publication of its *Geographic School Bulletins* for the 1946-47 school year on October 1. This is a weekly illustrated periodical, each issue of which contains five brief factual articles and seven illustrations or maps. Each article is a complete unit which can be detached for separate filing or circulation. The *Bulletins* are supplied to teachers for a fee of 25 cents to cover mailing and handling charges for the school year. Orders may be addressed to the Society at 1146 Sixteenth Street, N.W., Washington 6, D. C.

## PROFESSIONAL LITERATURE

### PUBLICATIONS RECEIVED

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- BUTLER, FRANK A. *Improvement of Teaching in Secondary Schools.* Revised Edition. Chicago 37: The University of Chicago Press, 1946. Pp. xii + 400.
- Buying Insurance: A Unit for High School Students.* Consumer Education Series Unit No. 8. Washington 6: National Association of Secondary-School Principals, National Education Association, 1946. Pp. iv + 136.
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- Education for Use of Regional Resources, Research Translation, and Regional Resource-Use Education: The Report of Gatlinburg Conference II.* Prepared by the Committee on Southern Regional Studies and Education, American Council on Education. Washington: American Council on Education, 1945. Pp. 129.
- FOERSTER, NORMAN. *The Humanities and the Common Man: The Democratic Role of the State Universities.* Chapel Hill, North Carolina: The University of North Carolina Press, 1946. Pp. viii + 60.
- FURBAY, JOHN H. *Education in Colombia.* Bulletin 1946, No. 6. Washington 25: Federal Security Agency, U. S. Office of Education, 1946. Pp. vi + 112.
- . *Education in Costa Rica.* Bulletin 1946, No. 4. Washington 25: Federal Security Agency, U. S. Office of Education, 1946. Pp. vi + 62.
- In-Service Education: An Annotated Book List.* Prepared by Alexander Frazier. Miscellaneous Curriculum Monograph M-69. Los Angeles: Office of the County Superintendent of Schools, Division of Secondary Education, July, 1946. Pp. 8 (mimeographed).
- Postwar Needs of Education in Hawaii: A Report of the Hawaii Committee on Education in Postwar Reconstruction.* Honolulu, Hawaii: Department of Public Instruction, Territory of Hawaii, May, 1945. Pp. vii + 62.
- The Psychoanalytic Study of the Child: An Annual.* Volume I, 1945. New York 11: International Universities Press, 1945. Pp. 423.
- REID, IRENE M. *Teaching Mathematics Through School Savings: A Junior High School Study Unit Including Information, Activities, and Problems for Junior High School Classes in Mathematics.* Washington 25: Education Section of the U. S. Savings Bonds Division, Treasury Department, 1946. Pp. 32.

ROBINSON, HELEN M. *Why Pupils Fail in Reading: A Study of Causes and Remedial Treatment*. Chicago 37: The University of Chicago Press, 1946. Pp. xiv + 258.

*School Savings Handbook for School Administrators*. Washington 25: Education Section, U. S. Savings Bonds Division, Treasury Department, 1946. Pp. 20.

*6,000 Kids from 46 States*. Portland 17, Oregon: Published by the Vanport City Schools, 1946. Pp. 100.

*Teacher! Are These Your Children?* Brooklyn 2, New York: Board of Education of the City of New York, 1946. Pp. 48.

*To Organize, To Operate Your Community Advisory Center for Veterans and Others*. Washington: Retraining and Re-employment Administration, Department of Labor [1946]. Pp. 40.

*Training in the Armed Forces, with Special Attention to Implications for Postwar Education in New York City*. Report of a Special Committee Appointed by the Superintendent of Schools. Brooklyn 2, New York: Board of Education of the City of New York, 1946.

VALENTINE, P. F., ed. *Twentieth Century Education: Recent Developments in American Education*. New York: Philosophical Library, 1946.

WILLIAMS, JESSE F. *Investing in Your Health: A Unit for High School Students*. Consumer Education Series Unit No. 10. Washington 6: Consumer Education Study, National Association of Secondary-School Principals, National Education Association, 1946. Pp. vi + 56.